

Big Bend Community College:
Re/Building a *Meaningfully Engaged* Campus Community

Prepared by Christine Clark, Ed.D.
chriseclark@mac.com

Re/Building a *Meaningfully Engaged* Campus Community

Table of Contents

Background.....3

Approach.....6

Limitations.....7

Findings.....8

Recommendations.....20

Closing.....23

References.....25

Appendices.....29

*Re/Building a Meaningfully Engaged Campus Community***Background**

Prior to being hired, Christine Clark, Ed.D. [hereafter referred to as “the consultant”], was contacted via email on February 9, 2017 by a member of the Big Bend Community College (BBCC) Committee on Equity, Diversity and Inclusion (CEID) about conducting a campus climate and culture assessment. Having done similar work with Bellevue College, Highline Community College [now Highline College], and Lake Washington Institute of Technology, the consultant was identified to members of the BBCC CEID through a diversity-related community colleges consortium group in Washington state. Between February 9, 2017 and September 6, 2018, there were additional intermittent communications between the consultant and various of BBCC’s CEID and Employee Experience Working Group (EEWG) about such an assessment. The last of these communications was the consultant’s submission of a competitive Request for Proposal (RFP) to facilitate a BBCC campus climate and culture assessment. This report documents the process and findings of that assessment.

Between September 7-20, 2018, the consultant and various members of the BBCC Human Resources/Purchasing departments communicated via email to finalize the contract for the assessment work, formally referred to as the Information and Perspectives Gathering on the Culture and Environment (IPGCE) project. The contract total was for \$9,999 inclusive of expenses (i.e., airfare, ground transportation, lodging), paid in three installments (25% up front, 50% after completion of the data collection, and 25% upon completion of this report); however, because this report was completed ten days late, the consultant deducted \$25 per day (\$250 total) from the third installment, making the contract total \$9749. Also during this time, the consultant reviewed the BBCC website, and as well as BBCC’s 1) 2016-2017 and 2017-2018 [Employee] Exit Interview Survey Summaries; 2) Fall 2017 Institutional Capacity Assessment Tool (ICAT) Results Summary and Distribution Reports; 3) [Employee] Onboarding and Orientation Survey 2018; 4) 2017-2020 Strategic Plan; 5) employee email contact lists by employee group; 6) email contact lists for members of the EEWG and CEID; and, 7) a campus map (it is important to note that items #1, 2, 3, and 5 were provided to the consultant by the Vice President for Human Resources through secure file transfer with a confidentiality stipulation).

Between September 20-October 17, 2018, the consultant and various members of the BBCC EEWG and CEID communicated via email, phone, and virtual media to plan for the implementation of the assessment (including for the resources needed to execute it) as follows:

- 1) develop/vet questions (see Appendix A, below) for the focus group and individual interviews;
- 2) develop/implement a plan to promote the interviews to the BBCC community (see Appendix B, below); and,
- 3) determine days, times, and locations (and to secure the locations) for the interviews and related activities (i.e., Information Sessions) (see Appendix C and Appendix D, below).

Thereafter, following a campus-wide email (sent on October 10, 2018) from the BBCC President (see Appendix B, below) introducing the consultant and the work she was hired to do, the consultant sent a campus-wide email (sent on October 12, 2018; again, see Appendix B, below) to explain that work further, and to invite and, where relevant, schedule BBCC Part-Time Staff, Classified Staff, Adjunct

Faculty, Full-Time Faculty, and Administrative/Exempt Staff to participate in the work via the interview process.

Building 1800 also known as ATEC, was selected as the location for the interviews and information sessions. Within ATEC, the Simplot Room was selected for the interviews, and the Conference Room was selected for the information sessions. These locations were selected for convenience and privacy, however, in the consultant's campus-wide email, members of the campus community who wanted to participate in the interviews but were uncomfortable with the location, were given the option to suggest an alternative meeting location (no one did).

On October 17, 2018, the consultant flew from Las Vegas to Seattle and drove to Lake Moses, Washington. While in Lake Moses, she stayed in the Fairfield Inn & Suites on South Maiers Road. On October 21, the consultant drove to Spokane and flew back to Las Vegas.

The consultant arrived on the BBCC campus at 6:45 a.m. on October 18, 2018. The ATEC building was open, but the Simplot and Conference rooms were locked. No one from the EEWG or CEID was present to greet the consultant (ostensibly to preserve participant confidentiality to the greatest extent possible), so the consultant wandered around for a few minutes, soon finding a very helpful facilities maintenance person in the Library who opened both rooms and instructed her on how to use the lights (the same helpful person provided room access on October 19-20, 2018). A few minutes before the first of two information sessions held on October 18, 2018, a very helpful technology support person arrived to the Conference room to ensure that the computer, screen, and projector were accessible and working. At the conclusion of the second information session, the consultant ensured that the room was clear of handouts, that chairs were pushed into the table, that the technology and lights were turned off, and the door was closed. The consultant spent the majority of October 18, 2018, and all of October 19-20, 2018 in the Simplot room, leaving only to use the restroom or to secure a snack from the nearby cafeteria; upon leaving for any period of time, she turned off the lights and closed the doors. Again, at the conclusion of the last interview, the consultant ensured that the room was clear of handouts, that chairs were pushed into the table, that lights were turned off, and the door was closed. Other than seeing a security guard, a few students, and people (who appeared to be from off campus) attending an event in passing in ATEC common areas over the three interview days, the only other people the consultant saw while there were interview participants and information session attendees.

Between October 18-20, 2018, the consultant conducted 2 information sessions, 13 focus groups interviews, and 10 individual interviews on the BBCC campus. Three people who expressed the desire to participate in an interview while the consultant was on the BBCC campus, but who could not arrange to do so because of their own and/or the consultant's schedule, were given the opportunity to interview with her via phone or virtual media on October 25, 2018 or November 1, 2018. Shortly thereafter, the consultant communicated with the members of the BBCC EEWG and CEID via email to report on the interview demographics to determine whether or not additional interviews should be conducted in person and/or via phone/virtual media. A collaborative decision was made to re-extend the invitation (sent on November 1, 2018) to participate in an interview via phone/virtual media on November 7-8, 2018 to members of the Part-time Faculty and Part-time Hourly Staff employee groups, since fewer than 25% of the members of those two groups had participated in the interviews (the 25% participation benchmark was established by members of the CEID and EEWG, based on (lower, in some cases, much lower) participation percentages in other campus assessments). Accordingly, the consultant re-extended the invitation to members of those two groups and 11 people responded, including 1 Full-time Faculty employee and 2 Classified Staff employees (though the follow up invitation was not sent to their employee groups), as well as 1 Part-time Hourly Staff employee, and 7

Part-time Faculty employees. Of these 11, 9 actually participated in an interview; these interviews were held on November 1 and November 7-8, 2019. Total participating numbers by employee group are as follows:

- Classified Staff: 26 (72 total, 25% = 18; just over 36%)
- Full-time Faculty: 22 (49 total, 25% = 13; almost 45%)
- Administrative/Exempt Staff: 22 (72 total, 25% = 18; almost 31%)
- Part-time Faculty: 24 (131 total, 25% = 33; just over 18%)
- Part-time Hourly Staff: 13 (65 total, 25% = 17; exactly 20%)

Said another way, approximately 1 in 3 Classified Staff employees, 1 in 2 Full-time Faculty employees, 1 in 3 Administrative/Exempt Staff employees, 1 in 5 Part-time Faculty employees, and 1 in 5 Part-time Hourly Staff employees participated in the interviews. The 25% target participation benchmark for the first three groups was met, and though this benchmark was not hit for the last two groups, it is important to note that almost everyone who did participate who had been on campus for more than 1 year but less than 3 years had served in multiple other roles prior to their current one, most as either Part-time Faculty or Part-time Hourly employees.

In terms of gender, based on presenting sex/gender, 25% of the participants were male, and 75% were female. In terms of race/ethnicity/religion, based on self-identification, just under 10% of the participants were members of racially/ethnically/religiously minoritized groups. No participants presented or self-identified as members of the LGBTQ¹ community. No participants presented as or self-identified as having a disability. Due to the small size of the campus community, coupled with the even smaller number of employees from various historically and other underrepresented groups, further demographic disaggregation of participants cannot be reported (i.e., by employment-based category) because it would compromise participant confidentiality. Relative to the findings, only employment-based category demographics were salient (see **Limitations**, below, for further discussion on this point).

Between October 27, 2018-January 10, 2019, the consultant culled the raw data gathered through the interviews and summarized it into this report organized, as directed by the RFP, by common themes, and then used these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC workplace climate and culture, specifically recommendations *that support the creation of a safe and dynamic culture where BBCC employees feel/are supported, engaged, and valued from recruitment to retirement (BBCC 2017-2020 Strategic Plan, see p. 9)*. This report was then submitted via email to the members of the EEWG and CEID who expressed to the consultant their intention to: 1) study the report; 2) seek to derive “lessons learned” from the report to support a similar effort with students in the future; 3) electronically share the report with the campus community; and, 4) formally present the report to the campus community, inclusive of the campus leadership.

¹Lesbian, Gay, Bisexual, Trans, and Queer: Trans is a broad term typically used by people who do not identify, or exclusively identify, with/as their sex assigned at birth; it is not indicative of a person’s gender expression, sexual orientation, hormonal makeup, or physical anatomy, nor how others perceive them. Queer is also a broad term typically used by people with marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term has a complicated history as a reclaimed slur. Cisgender or cis are terms used to describe people who exclusively identify with/as their sex assigned at birth; like Trans, these terms are also not indicative of a person’s gender expression, sexual orientation, hormonal makeup, or physical anatomy, nor how others perceive them. (definitions adapted from TSER, retrieved from <http://www.transstudent.org/definitions/>).

Approach

It is interesting to note that no significant questions about, concerns with, or challenges to the particular approach (discussed in preliminary communications with members of the BBCC CEID and EEWG, conveyed in the RFP, and described below) that the consultant took to engaging the climate and culture assessment work with BBCC were raised by any member of the BBCC community. This is unusual in the consultant's experience doing this kind of work. It is possible that some such interests were raised and resolved internally in advance of the implementation of climate and culture assessment activities (i.e., through information dissemination about the assessment undertaken by members of the CEID and EEWG, the President, and/or the consultant). It is also possible that some such interests are being held in abeyance, or simply will not surface until this report is reviewed, making the approach transparent is paramount to reduce potential resistance to/dismissal of the work, especially the findings, and, in so doing, to increase confidence in/buy-in to corresponding recommendations.

The consultant employed a constructivist² research process, considered both qualitative and quantitative information, and engaged a case study orientation.³ **Elements of case study** that figured prominently in the consultants' approach include:

- 1) the development and use of an **interview protocol** (again, see Appendix A);
- 2) **thick description** or extensive, near verbatim, raw data representations of interviewees responses to the interview questions;
- 3) an **examination of the "lived experience"** of members of the campus community by observing the formal and informal interactions among and between those members before, during, and after information sessions and interviews (especially focus group interviews);
- 4) **pattern matching**, based on her (the consultant's) prior academic training/knowledge and professional expertise/experience of climate and culture assessment in other higher education settings (i.e., how is BBCC's climate similar to, and different from, peer and/or aspirational institutions);
- 5) **contrastive explanation building** to consider multiple accounts of events; and,
- 6) **triangulation** of at least three data points at a time to mitigate/overcome the weaknesses (especially biases) associated with singular considerations.

In both the individual and focus group interviews, the consultant shared the interview questions (protocol) with participants at the outset of the interview (for face-to-face interviews) or emailed them in advance of the interview (for Skype or phone interviews). Participants were given a few minutes to review the questions before the interview started. Participants were informed that the protocol would not be used by the consultant in a formal way during the interview (i.e., a structured Q&A), rather that participants should use consider the questions more holistically in considering what to share. Participants were also informed that, on occasion, the consultant might share (anonymously) perspectives that had come up in planning communications with the members of the CEID and EEWG,

²Knowledge-building is not merely a cognitive process, but also a social process, thus it requires interaction.

³For more about case study see Creswell, 2009, 2011; Yin, 2009.

as well as in prior interviews to get a sense from the current interviewee(s) if those perspectives resonated with them (and if so, in what ways) or not.

Related to triangulation, the consultant used constant comparative analysis (CCA)⁴ to “make holistic sense of” *all* of the data sources considered. In CCA, each piece of data (e.g., an interview transcript, a report (i.e., ICAT), a survey (i.e., exit interview, onboarding/orientation), goals (i.e., strategic plan), information posted to a website, a first-hand observation, etc.) is compared, on an ongoing basis, to every other piece of data in an effort to identify similarities across, and differences between, all pieces. Through this inductive⁵ analytical process, critical new meaning can be garnered throughout the assessment process; that is, at no point do the existing data define (by deduction⁶) what should be statically understood about the focus of the assessment, in this case BBCC’s climate and culture. Practically speaking, this means that no single point of data is ever discounted, and neither does that single point of data dominate or overshadow the investigation.

Limitations

As alluded to above, this approach, or *any* approach, to the assessment of climate and culture, is often a point of contention for at least some assessment stakeholders. In the case of BBCC, “stakeholders” are broadly considered to include all members of the BBCC community, not solely facilitators of/participants in the assessment process and/or activities. With this broad ranges of stakeholders in mind, it is important to consider the perceived or actual influence of the consultant/consultant’s approach in iterating the assessment findings and recommendations (i.e., discerning and presenting them in a particular manner/structure) as one potential limitation of the assessment. While it was not articulated in the interviews, some stakeholders might believe the consultant’s approach reveals a particular “agenda” that could have an undesired impact on the campus. If that’s the case, it could undermine the attention given to the recommendations. Related to this, as articulated in the interviews (and anticipated in advance by the members of the CEID and EEWG), was the belief, held by many stakeholders, that regardless of the consultant approach, and even in the face of explicit guidance (i.e., publicly reported recommendations) from the consultant, no meaningful action on that guidance will be undertaken, especially by campus leadership. Said another way, the climate and culture assessment process described herein is merely “window dressing” or “a check box” to which dissenting, unconcerned, and/or unimpacted stakeholders and/or campus leadership can point in order to be able to say, “we took care of that.” Interestingly, while these stakeholders expressed this belief as inevitable, many still also expressed hope that meaningful action might be taken.

Another potential limitation of the assessment has to do with the timeline of the assessment activities and related information dissemination about them. While it is clear that discussion regarding the idea of, or need for, the assessment began long before (as previously noted in the **Background** discussion, in February of 2017) the assessment actually occurred, once the decision was made to hire the consultant to conduct the assessment, the planning and execution of the assessment activities moved very quickly (a function of the requirements of the RFP). Some stakeholders, including through the interviews, did express concerns about the lack of more comprehensive, advanced explanation of the assessment process, as well as more advanced notice for scheduling participation in the interviews and whether these would depress participation numbers. The consultant raised some of these same concerns to members of the CEID and EEWG, but too late in the campus interview planning process to

⁴Pioneered by Glaser in 1965.

⁵Inductive reasoning is a “bottom up” process that draws conclusions based on strong evidence, but not absolute proof.

⁶Deductive reasoning is a “top down” process that draws conclusions based on certain factors taken as given (as truth).

make changes without substantially extending the timeline for the assessment (based on both BBCC's academic calendar and the consultant's availability). While it is possible that the desire to be expedient in responding to perceived or actual (whether expressed or not) concerns about campus climate culture drove the speed of the timeline once the decision to hire a consultant was made, it is also important to note the 25% target participation benchmark, and the decision to re-extend the opportunity to participate in an e-interview (after the initially scheduled campus interviews) to members of the two employee groups whose participation fell below this benchmark.

A third potential limitation of the assessment was that the consultant did not consider the need to design the process for participation in the identity-based focus groups differently. In retrospect, the consultant should have, in further consultation with members of the CEID and EEWG, pre-determined specific, BBCC-salient identity-based groups (i.e., People of Color, white people, women, men, Women of Color, white women, Men of Color, white men, LGBTQ-identified, heterosexual-/cisgender-identified, speakers of English as a second language, native English speakers, members of minoritized and majoritized religious/spiritual/faith-based groups, voluntary and involuntary immigrants, etc.) and scheduled the corresponding identity-based focus groups accordingly, rather than anticipating that members of such groups would feel comfortable to, and/or be logistically able to, organize themselves into these focus groups. While there was only one inquiry to the consultant about these focus groups (to which the consultant responded several times, but never heard back on), it is possible that there would have been more interest in participating in these groups than that single inquiry represents had they been designed differently.

One final two-fold limitation of the assessment was the lack of further differentiation of the employment category-based focus groups on the basis of rank/role *within* employee categories, and the lack of further direction to all members of the campus community to consider the impact of their perceived/actual proximity to power (place in the formal/informal institutional hierarchy) on the participation of their peers in/during focus groups. While the decision made by the consultant to exclude members of the cabinet/executive team from participation in the Administrative/Exempt Staff employment category-based focus groups was a good one (designed to ensure that other members of that employment category could speak more freely), it became clear during all of the focus groups that further structured separation of participants within employee categories would have fostered more open communication by and among some groups of participants. While members of the cabinet/executive team, as well as all members of the BBCC community, were given the opportunity to schedule individual interviews for any reason (including, but not limited to, power dynamics) and some did, others who did not might have had more specific employment-based category focus groups been offered. Indeed, one group of Classified Staff employees recognized that the nature of their responsibilities on campus might make it difficult for other Classified Staff employees to speak freely with them present and, thus, they, as an employment-based category sub-group, requested a separate focus group meeting time. It is important to note that, largely due to the timeline of the assessment discussed previously, this opportunity was not specifically extended to other employment-based category sub-groups in the BBCC community.

Findings

As previously noted (in the **Background** discussion), the RFP asked the consultant to structure findings around common themes, and then to use these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC culture and environment. *Meaningful engagement* is at the core of all of the findings of this assessment.

Findings are organized around four common themes: 1) Love, Care, and Commitment; 2) Voice and Value; 3) Educational Leadership; and 4) Justice. Because findings broadly and deeply relate to more than one theme, themes are complexly interrelated. Discussion of findings and themes reflects these intricate cross-linkages. General and specific connections to the *BBCC 2017-2020 Strategic Plan* (inclusive of values and lenses), and to its strategic priorities (especially the Employee Experience priority) and related implementation strategies, emerged organically in the interviews; these connections are explicitly and implicitly woven into the discussion of the findings along with, where relevant, brief additional connections to relevant research.

Again, as previously noted (in the **Background** discussion), due to the small size of the campus community, the terminology used in the report of findings was chosen to enable information sharing while also protecting participant confidentiality, especially if the information was shared one-on-one and was not previously shared elsewhere, could be linked to a “one-person” unit/department, and/or could easily identify only one participant or one small/highly visible/vulnerable category of participants. In these regards, terms used most often include *employees*, *staff* and *faculty* (instead of, for example, *Part-time Hourly* staff, or *Full-time* faculty, or *Classified* staff), as well as *all*, *most*, *a majority*, *many*, *some*, *a few*, or, *one* employee, staff member, faculty member, etc.

In most instances, the compound term “campus leadership” refers to cabinet/executive team level leaders. While there was very little discussion by participants of vice presidents, other than the Vice President of Learning and Student Success, most of the time participants expressed the perception that the team (including deans and directors) was, more or less, of one mind. In a few instances, “campus leadership” also refers to lower-level supervisors, unit heads, and/or department chairs. Where “campus leadership” refers deans-level or below, participant discussion did not reveal any patterned perceptions or consensus on critique or accolade (i.e., while some participants described negative experiences with a particular dean or supervisor, etc., some others described positive experiences, and the experiences described, whether positive or negative, were largely different). There was a high level of patterned perception or consensus on critique or accolade for the President and for the Vice President for Learning and Student Success; this is discussed below under the relevant themes.

Love, Care, and Commitment

Without exception, all of the participants interviewed expressed how much they love/*still* love BBCC. Most especially, participants expressed their love of, care for, and commitment to students, especially serving, advising and teaching students. Most participants also felt confident that their work with students was something they do well, with excellence and enthusiasm. These findings strongly support BBCC’s stated institutional values of **student success** and of **excellence**. The “still” part of the love for BBCC has to do with the sense that the family environment that most participants who have been at BBCC for five years or longer felt broadly and deeply characterized the campus in the past, no longer does, and increasingly so. While this change is a significant concern for many participants (both longer-serving and newer employees), for some participants their connectedness to students mitigates the concern enough for them to stay at BBCC. For some other participants, as suggested by the resignation and retirement statistics for the last six years reported in the *BBCC 2017-2020 Strategic Plan*, connectedness to students may not be enough to sustain their employment at BBCC moving forward.

Most participants who are newer, full-time employees at BBCC (have been on campus for less than three years) expressed having a positive perception of campus climate and culture (even in the face of orientation and on-boarding challenges, discussed under the next theme) through their first year, but thereafter the perception became more negative. Part-time employees, whether longer-serving or

newer, who have had limited experience on the BBCC campus have only positive perceptions of the campus community.

One participant expressed the belief that resignations and retirements were not a sign of institutional climate and culture issues, but rather a function of people finding better opportunities elsewhere, deciding to do something different with their lives, and/or no longer needing/wanting to work full-time or at all. To the extent that employee departures might be related to climate and culture concerns, this participant argued that leaving BBCC was a good decision because it provided those people the opportunity to find greater satisfaction somewhere else. While these perspectives were only expressed by one participant, the majority of other participants expressed their sense that such perspectives are widely held by the campus leadership; campus leadership does not want to confront the enormity of climate and culture concerns, especially their role as leaders in creating and perpetuating these concerns (instead explaining the concerns away as an inevitable consequence of funding challenges), precisely because they are indifferent to these concerns (relative to other concerns or not). Some participants also expressed the perspective that campus leadership may be ill-prepared (lack the skill, thus the will) to *meaningfully engage*, and then effectively address, these concerns. A positive take on this climate and culture assessment could be that leadership is, in fact, leaning into these concerns by having sought outside help (i.e., the consultant hired to conduct this assessment process) to further surface/openly expose these concerns and to identify additional/new strategies or more robust/effective ways to actualize existing strategies for responding/further responding to these concerns. Additional reasons for employee dissatisfaction and/or departure (beyond the perceived waning family environment) are discussed below under the other themes.

Voice and Value

Building on the **Limitations** discussion, in an effort to role model self-critical reflection alongside of BBCC's stated institutional value of **integrity and stewardship** and lenses of **accountability** and of **transparency** (*how we are making decisions/adhering to the process*), it is important to consider that the climate and culture assessment process described herein, a process designed to ensure that all stakeholder voices were "heard," may have, to some extent (and despite best efforts to the contrary), reinforced the marginalization of some of the stakeholder voices that are typically already less/least heard or altogether unheard (silenced). In considering the findings from this assessment relative to the *BBCC 2017-2020 Strategic Plan*, it is clear the intent of that plan, and the related planning processes through which it was built and deriving from it, is at odds with its impact on the campus community. These revelations do not necessarily mean that either this climate and culture assessment (including its findings and recommendations), or the *BBCC 2017-2020 Strategic Plan* (and related planning processes) should be wholly disregarded, rather that both are dynamic (not static), thus must also be *meaningfully engaged* alongside of BBCC's stated institutional values of **community engagement** and of **inclusion**, and institutional lenses of **continuous improvement**, of **sustainability**, of **quality**, and of **diversity, equity, and inclusion**. Again, *meaningful engagement* is at the core of all of the findings of this assessment.

Said another way, a lingering question for self-critical reflection for the consultant is: *Whose voices got heard, how, and how loudly?* On-going questions for self-critical reflection for BBCC, especially its leaders, are: *Whose voices have been getting heard, how, and how loudly?* And, *Whose voices will get heard, how, and how loudly?*

Among those who participated in the interviews, everyone spoke about voice in some way. In most cases, participants expressed concern about missing voices (those absent in the BBCC community), about the unheard/underheard voices of others (those who are present at BBCC, but are

marginalized or silenced), and/or about their own unheard/underheard voice (the sense that their experiences/perspectives are not valued at BBCC). While attention is given to voice (and culture) in the discussion of implementation strategies for achieving the **Employee Experience** strategic priority of the *BBCC 2017-2020 Strategic Plan*, it is done so in a manner that appears to suggest that the employee experience would be enhanced if employees had “exact explanations” of the BBCC mission, vision, and goals, and “precise and unified definitions” of diversity, equity, and inclusion. This suggests top-down explication of, instead of collaborative co-creation of, shared understandings. This is the antithesis of voice (and culture), especially from the lens of what is considered good evidence-based practice of diversity, equity, and inclusion work in higher education (AAC&U, 2015, n.d.a.; Williams, Berger, & McClendon, 2005; Williams & Wade-Golden, 2012a, 2012b).

The majority of participants—across faculty and staff ranks/roles—did not feel valued on an on-going basis for the commitment they make to the campus. Most participants expressed feeling that their own/others’ value at BBCC was in part tethered to the people to whom they report/under whom they work and/or the functional areas in which they work and the corresponding perceived importance attributed to these people/areas by the Vice President of Learning and Student Success; this value often defined the employee’s experiences—personal, professional, and political—on campus. Proximity to the widely perceived unilateral power held and, often unfairly, wielded by the Vice President of Learning and Student Success is at the core of this concern.

Many staff, especially those who ranks/roles put them into regular contact with the Vice President of Learning and Student Success, perceive him to be selectively committed to accountability metrics, even ones that he has put in place, as well as ones that various decision-making bodies have enacted, if application of those metrics works against his interests and priorities, even if his interests and priorities are at odds with institutional ones (namely funding). For example, if a decision is made to commit institutional resources to pilot an initiative for six months with the stipulation that the continuation of that initiative beyond that time period is contingent on specific metrics of success, then that initiative should be discontinued at the conclusion of the specified trial period if success metrics fall short, and the resources being committed to it should be redirected elsewhere. Said another way, “we tried it, it didn’t work, so we are *not* going to continue chasing this.” Some staff commented that converse should also hold true; if a decision is made to commit institutional resources to pilot an initiative for six months, then that initiative should not be discontinued prior to the conclusion of the specified trial period simply so that the resources being committed to it can be redirected elsewhere. Many staff perceived the Vice President of Learning and Student Success’ capricious exercise of discretion in decision-making follow-through to reveal some lack of integrity—when decision making does not naturally align with, and/or when he cannot engineer decision making to align with his and priorities, it’s okay for him to operate “above the law,” but never for anyone else to do the same. The majority of participants—faculty and staff—felt that “the rules” should apply to everyone, and if campus leadership did not have the will to hold each other accountable for following them, or the conscience to follow them themselves, it would be hard for anyone further down in the campus hierarchy to feel incentive to follow them either.

Many staff felt that employee recognition ceremonies were “for show,” especially because they seemed to focus more on acknowledging employee volunteerism off campus, rather than for accomplishments related to their work/roles on campus.

Many newer staff expressed significant concerns about the utter lack of orientation and on-boarding to campus, to their unit/department, and to their role/job in concert. In most instances, these staff expressed feeling that, where relevant, their immediate and/or next-level supervisors were indifferent to their arrival (sense of welcome), as well as to their need for guidance in order to learn and perform

in their roles/jobs well. For many of these staff, this created significant anxiety because they were excited about their work and wanted to do a good job, but often felt they had no clear way to come to know or figure out what their jobs encompassed, nor what the performance expectations were against which they would be evaluated.

Almost all staff (newer and longer-serving) expressed significant concerns about what they perceived to be changes to their jobs. Changes discussed included job intensification (more work without job reclassification or increases in compensation) and job re-alignment (different work without job reclassification and, if relevant based on the nature of the differences, increases in compensation). Some staff, especially longer-serving staff, felt targeted by these changes—that these changes were being made to push them out (make them quit or retire). Most staff felt overwhelmed by job intensification, many describing their combined formal (e.g., 9 a.m.-5 p.m.) and informal (e.g., 3 a.m.-9 a.m. and 7-11 p.m.) work day schedule as being persistently time inadequate to complete their assigned work. While some staff were reluctant to express this concern for fear that it would lead their supervisors to characterize them as incompetent and then to start a process of progressive discipline against them, most staff felt that expressing this concern would be met with indifference by their supervisors, and by the campus leadership as a whole.

Many staff expressed the desire to have clear job descriptions, regular supervision meetings, and thoughtful annual (or, if warranted, more frequent) performance evaluations that included, if needed, clear action plans (often described as “incentive”) for how to improve their performance in any aspect of it that was deemed unsatisfactory. *Meaningful engagement* of/with supervisors in the daily, weekly, monthly, and even longer-term operations of most units/departments was widely characterized absent. A majority of staff expressed the sense that supervisor absence was a consequence of the concomitant job intensification and re-alignment of their supervisor’s roles/functions (though it was noted that for their supervisors these changes came with job reclassification and increases in compensation), coupled with a lack of supervisory experience and a lack of knowledge about the work done by many of the staff they were assigned to supervise, as well as about the work of the unit/department as a whole.

Many staff expressed an understanding of the impact of institutional accreditation and funding challenges on job intensification and re-alignment across campus. As a result of this understanding, many staff were willing to respond to those challenges with an “all hands on deck” attitude. Unfortunately, most staff expressed feeling that campus leaders, especially the Vice President of Learning and Student Success, do not give them credit for having this understanding, thus have never *meaningfully engaged* them in building an “all hands on deck” or similar kind of team climate and culture on campus. On the contrary, most staff expressed feeling as though:

- 1) campus leadership does not believe most staff have the capacity to help identify solutions (that staff are not educated enough or smart enough to identify them and/or that only the campus leadership or, perhaps, only one campus leader, is smart enough to identify them); or,
- 2) campus leadership does not trust them to be a part of solutions (that staff (and faculty) have to be surveilled to ensure compliance with directives through which leadership solutions will be actualized).

For these reasons, most staff felt that the current leadership approach, driven by Vice President of Learning and Student Success, to solving campus challenges, be they large or small, has been top-down and stick never carrot.

While acknowledged as important in the discussion of the background and in many of the implementation strategies (especially *community*, *training*, *accountability*, and *development*) relative to the **Employee Experience** strategic priority, most staff did not feel that there are equitable opportunities to advance internally for all staff, largely because there are not equitable, on-going opportunities for training/professional development (PD). Many staff described asymmetrical access to training/PD opportunities necessary for advancement. For some, lack of access had to do with supervisors' disinclination to arrange for coverage of some staff roles, but not others; generally, lower level and/or frontline staff roles were unlikely to be covered if it meant higher level staff would have to leave their desks to provide direct service. For others, lack of access had to do with supervisors' disinclination to allocate funds to cover costs associated with training/PD for some staff, but not others; again, generally, training/PD for lower level staff was perceived to be considered less important.

Many staff also described a lack of transparency around employment advancement; while some open positions were advertised, other positions were perceived to materialize more covertly (perhaps through job reclassifications) in ways that made it appear that the position was designed, and the pathway into it was implemented, to ensure a specific person was hired for it. Whether open or covert, the higher the level the position, the greater the perception was that the person hired would be the person the Vice President of Learning and Student Success wanted in it. While some participants (staff and faculty) expressed that with the arrival of the current Vice President of Human Resources and Labor their concerns about nepotism, cronyism, and favoritism in both internal and external hiring have begun to decrease, others remain skeptical about the will and/or the ability of this Vice President to effect real change in this arena. As noted above, the majority of participants—staff and faculty—felt that “the rules” should apply to everyone but often do not. Participants described specific kinds of people (men, white men, members (especially white male members) of the Latter Day Saints (LDS) religion, people (especially white men) involved with sports and/or in business/industry, and people with conservative political views), and people with particular communication styles (direct or forthright communicators, free speakers, people who “tell it like it is”) as being more likely to garner favor with the Vice President of Learning and Student Success; some of the participants who expressed these perspectives acknowledged that they benefitted (and that others did not benefit) from this leadership bias—that is, they recognized that they enjoyed unearned advantages/privileges (e.g., more exclusive access to information, social status on and off campus, *meaningful engagement* in decision making processes, easier access to resources, job-related autonomy/trust/creativity) by being members of these groups and/or having these expressive dispositions. Many participants—both staff and faculty—raised concerns about who among them actually truly have the ability to speak freely, to what extent, in what contexts, when (and when not), why, and, correspondingly, who experiences affirmation and reward, and who experiences indifference or retaliation, again especially from the Vice President of Learning and Student Services, when they do.

Interestingly, some staff participants described having initially supported the hire of the campus President because of their perception that in being from Minnesota, he would be less like “a Seattle person,” or a person from “the other side of the mountain,” but lamented that this turned out not to be the case; however, because the President was not perceived by the vast majority of participants to hold or wield (nor want to hold/wield) power on campus, any influence biases he might hold in more liberal/progressive directions were widely considered to have weak, if any, influence. These leadership dynamics will be discussed further below under the Educational Leadership theme.

It is important to note that directness in communication is often culturally situated, linked to what are described in cross-cultural communication research as “low context” cultures or cultures in which information is shared primarily through words, as opposed to through non-verbal situational

cues like body language, facial expression, and tone of voice as is more common in “high context” cultures (Hall, 1976; Nakayama, & Tamiko Halualani, 2010). In high-context cultural communications, the people, the circumstances, and unspoken gestures are more important in information sharing than the words used, because interpersonal relationships take precedence over, for example, business dealings. While no culture is exclusively low or high in context, American, especially white/European American, culture is predominantly low context, whereas Asian, African, Latin American, and Middle Eastern cultures are predominantly high context, thus a workplace environment in which low context communication is favored by those in leadership, even if unintentionally, has the effect of racially privileging white people and, to a lesser extent, people who are culturally assimilated or acculturated to white codes of communication (Nakayama & Krizek, 1995). This report is written in a low context cultural style of communication.

Many faculty described feeling pressured to adopt a sort of “false humility,” to not acknowledge themselves, or to expect acknowledgment from others, for the academic accomplishment of having completed a doctoral degree, nor for related accomplishments like presenting or publishing their work externally. These kinds of accomplishments raise the status of educational institutions (indeed they are connected to college and university rankings), thus acknowledgment of them is usually encouraged (sometimes so much so that faculty resist pressure they feel to “self-promote”) (Williams, 2018). However, many of the faculty at BBCC described the experience of being told that such acknowledgement would intimidate or discourage students and staff. It is ironic that many of the faculty who were told this, related their own educational journeys as first-generation college students at community colleges and of being inspired by the academic accomplishments of their professors.

Like staff, many faculty described job intensification and re-alignment concerns, however the nature of this discussion among faculty was somewhat different than for staff. Faculty experience of job intensification and re-alignment stems from the perception that campus leadership (in some cases starting with the department chair) is using faculty employment contracts as weapons, thus that they must use their contracts as shields. For example, faculty perceive campus leadership to be interpreting contractual language in ways that enable end-runs around faculty governance when it comes to teaching assignments and loads, as well as to student advising. The effect of this is that many faculty feel disincentive to invest in the campus beyond the letter of what their contracts require; some faculty expressed concern that faculty disinvestment is the goal—that their disinvestment further enables campus leadership to weaken/undermine faculty governance by filling the void of leadership left by faculty non-participation with the leadership’s agenda. Some faculty expressed that while increased faculty participation may, on the one hand require faculty time commitment beyond the scope of their contracts, is the only way to hold onto more important contractual features like academic freedom and tenure. Participation, which some faculty noted includes resistance and dissent, is the only way to influence, re/shape, re/direct, and/or stop what is causing the disinvestment. Some faculty characterized this dichotomy as a sort of “Catch 22” of democracy, “if you don’t vote, you can’t complain.”

Here, it is particularly interesting to note the discussion of public policy in Appendix B: External Influences of the *BBCC 2017-2020 Strategic Plan*. While that discussion seems to be to some extent intended to explain the impact of neoliberal economic policy in public education (exclusive alignment of public educational goals with workforce demands), it does so in way that portrays this impact as a function of unilateral public (voter) will (thus, as “fact” or as “a done deal”), rather than as a conservative view of that impact (thus as something that has long been, and continues to be, fiercely and strategically contested, especially in education-related political/policy arenas) (AAC&U, 2005, n.d.b.; Aronowitz, & Giroux, 2000; Busch, 2014; Filippakou & Williams, 2015; Giroux, 2014; Nixon, 2012). As a consequence of this seemingly embedded bias, rather than suggesting strategies for

resisting and/or pushing back against the impact of neoliberal economic policy in public education (e.g., encouraging members of the campus community to become more/civically engaged in fighting for continued public investment in public education like many, many, many public education institutional leaders across the country have been and are continuing to do), the discussion articulates that the best path forward for BBCC is to, in essence, “get in line with” neoliberal economic policy in public education by increasingly exclusively aligning BBCC’s educational offerings with workforce demands. Whether this embedded bias was intended or incidental, it is concerning because it gives readers the erroneous perception that certain interests and priorities *must* be abandoned in favor of others in order for the institution to survive (which may instill fear among those whose livelihoods are dependent on the institution’s survival), in essence that there is only one path forward and this is it. As a consequence, institutional practices and policy shift in ways that undermine public education under the false auspices of having no other choice than to shift to save it.

The discussion of implementation strategies for achieving the **Student-Ready Instructional & Operational Practices** and the **Comprehensive Advising & Student Support** strategic priorities of the *BBCC 2017-2020 Strategic Plan* provides support for faculty concerns about job intensification and re-alignment, and faculty governance. While the emphases on an annual calendar, early identification of majors for students, mandatory student advising using the areas of interest advising “model” and advising “maps,” and the identification of “unnecessary” courses relative to a student’s major and the Direct Transfer Agreement are characterized as student-centered and may facilitate students in understanding and progressing through their programs of study efficiently, these emphases are also business-centered and, in so being, also work at counter-purposes with student development, again, especially when that development is viewed through the lens of what is considered good evidence-based practice in student development across student populations and relative to neoliberalism (Braxton & Lee, 2005; Guiffrida, 2006; Tanaka, 2002; Zepke, 2017).

From the perspective of some faculty, especially those who teach in social sciences, liberal arts, fine arts, and/or humanities disciplines, the business-centered impetus for these emphases are, increasingly, driving what courses they are allowed to teach. At the same time, some faculty (and staff) expressed the perspective that teaching developmental courses both in reading and writing, as well as in science, technology, engineering, and mathematics is Civil Rights work, given the persistence and pervasiveness of educational inequality in PK-12 schooling; this perspective is supported by research in multicultural and social justice education (Banks, 1993; Moses, 2002; Settlege & Southerland, 2012). However, in opposition with this research is the perspective that some staff expressed that BBCC students (including students from historically and other underrepresented groups) do not need or want courses in, for example, Chicana⁷ history, women’s studies, African American literature, or in art, music, dance, even astronomy. This perspective raises questions about who gets to assess what counts as academically valuable, why, in what contexts, and for whom, at the same time that it reveals a false binary and a deficit perspective in the way that campus is thinking about meeting the needs of especially Historically Underrepresented Group Students (HUGS), but all other students as well. The assumption that BBCC students do not need or want social sciences, liberal arts, fine arts, and/or humanities courses is classist; it implies, that students from working class communities do not need or want a “life of the mind,” either because they do not (and, apparently, cannot or should not be taught to) value it (a deficit view), and/or because their economic situations require singular attention to courses that have been pre-determined to prepare them for available jobs. This assumption also implies that courses cannot be designed (or perhaps that BBCC faculty cannot design courses) that do more than one thing (a false binary), for example, concomitantly provide developmental academic

⁷A non-gender binary version of Chicana/Chicano aligned with some indigenous linguistic conventions. Similarly, Latinx is a non-gender binary version of Latina/Latino.

scaffolding, workforce preparation, and a life of the mind. Research in multicultural and social justice education not only documents that courses can and should do more than one thing, but also that when courses situate learning in students' experiences (especially their personal, cultural, and academic experiences) student academic outcomes (especially for HUGS) improve (Banks & Banks, 2015; Nieto & Bode, 2018). This is because courses that do not explicitly center learning in each student's/all students' personal, cultural, and academic experiences, still center learning in those experiences for students from dominant groups (white students, male students, heterosexual students, Christian students, students who speak English as a first/only language, etc.) through the curricular and pedagogical Eurocentrism on which the traditional academic canon was founded and continues to perpetuate, even in social sciences, liberal arts, fine arts, and/or humanities disciplines (Bourdieu 1977, 1984, 1986; González, Moll, & Amanti, 2005; Yosso, 2005). In turn, curricular and pedagogical Eurocentrism perpetuates what is referred to as the achievement or performance gap for HUGS (Ladson-Billings, 2006). Framing this gap through the lens of student behavior (what students lack instead of what they bring), rather than institutional behavior (what institutions are and are not funding), deepens deficit assumptions about HUGS' abilities, rather than revealing institutional inadequacies (including the lack of will) to close the gap through equitable educational investment in HUGS.

Returning to the questions about who gets to assess what counts as academically valuable, why, in what contexts, and for whom, it is also important to note concerns raised by staff who are in roles through which they have a lot of direct service interactions with students. These staff expressed an appreciation for faculty push-back against the annual calendar, early identification of majors, advising "maps," and the identification of "unnecessary" courses, but also expressed frustration that some individual faculty, disciplinary faculty, and/or degree program faculty are often unavailable to students seeking academic advising, and share (including through printed/web-based materials) inaccurate information with students about programs of study, both of which frustrate students, including because both can cost students time and money. As a result of student frustration, these staff found the annual calendar, early identification of majors, and advising "maps" helpful to them in seeking to be helpful to students. These staff and some faculty suggested that the most durable way for faculty to influence the direction academic planning and related advising is going, is to be available to students who need advising.

In sum, the majority of participants described a campus climate and culture in which they recognized many people (even if not themselves) are experiencing isolation, loneliness, depression, anxiety, stress, sadness, fear, frustration, and anger, a few so much so that they feel a sense of urgency to leave BBCC to care for themselves before it's too late. One participant commented that if people feel this way they should leave because it is not the job of the campus—a workplace—to change to make people feel better. A two-fold middle ground coping strategy most participants described using to remain more positive was to become more insular while on campus. One fold of this strategy was, to the extent possible given employment ranks/roles, to avoid the "1400 building" where campus leadership offices are housed, both because of how unwelcome they feel in the building itself, and because of how unwelcomed they feel by campus leadership. Many participants, especially staff, expressed that interactions with campus leadership anywhere, but especially in the 1400 building, were stressful. Some described feeling that campus leadership (again, especially the Vice President for Learning and Student Success) interacted with them as if they were "not on the same level as a human" (i.e., "the help") and/or as if interacting with them was a chore. The other fold of this strategy was to stay in one's own office and/or immediate work area, or in one's own building (if that building was not 1400); many participants expressed "loving" their immediate colleagues, work areas, and/or buildings.

Educational Leadership

As noted in the *BBCC 2017-2020 Strategic Plan*, some participants expressed concern about the lack of institutional history/memory across the current campus leadership, noting that most have been hired in the last six years. This concern is connected to the “*still love*” finding discussed above under the Love, Care, and Commitment theme. Longer-serving participants made many comparisons between current and past leadership, especially the President and Vice President for Learning and Student Success. As previously noted, most comparisons had to do with the sense that past leaders created a family environment on campus that current leaders are eroding, as result of their lack of and/or indifference to institutional history/memory, or by design.

In every interview, the question of “*Who is in charge on campus?*” came up. Without exception, every participant expressed the perception that the Vice President for Learning and Student Success is in charge, and the President has essentially endorsed his leadership.

The President was, again unilaterally, described by participants as having come to BBCC to retire, even mentioning that was his intention during his campus interview, which made many participants wonder why he was hired. Further, participants characterized the President as “looking up” to the Board of Trustees or “looking out” to state legislative leaders, but otherwise absent from the campus landscape. The President was also described as “too loose-y goose-y,” a weak, disinterested, and/or disinvested leader, and as seemingly incapable of making a decision, *any* decision. One participant expressed the wish that he would “Be a man!” A few participants expressed the perception that, to the extent that Affirmative Action was driving campus efforts to hire diverse candidates for open positions, the impetus for this was coming from the President; for some of these participants, this was the President’s only positive leadership contribution, for the other participants it was another negative one.

In stark contrast, by a majority of participants, the Vice President for Learning and Student Success was described as having come to BBCC with the goal to become President, even mentioning this was his intention during his campus interview. He was characterized by most participants as “looking down on” the campus community. Consistent with prior related findings, he was also often described as an exceptionally poor communicator, controlling, “a false collaborator,” arrogant, and rude. Some participants expressed that he was a poor communicator by design—that he intentionally holds information close to his chest because of his desire to have complete control over all campus functions. Some of these participants felt that he only behaved this way coming in the door because the campus was in “survival” mode with respect to accreditation and, to a lesser extent, funding. Even participants who expressed the most negative views of him tended to agree with those who viewed him less negatively that he is smart, has good skill sets, and deserves a lot of the credit for ensuring the campus retained its accreditation. Some participants expressed that he was a poor communicator, and perceived to be arrogant and rude, because he was “socially awkward,” perhaps even on “the autism spectrum.” Other participants expressed that he was perceived to be arrogant and rude, because he is—because he believes he is the smartest person on campus, thus he has no reason to *meaningfully engage* anyone else in campus planning and related decision making. For this reason, most participants perceived the campus-wide planning processes to be “for show,” to give the appearance that he is a consensus-building, collaborative, *educational* leader (and not a business and industry leader), when he is really leading or trying, as much as possible, to lead, by himself for himself.

This may explain why a majority of participants were confused by the campus-wide planning processes. Many were unsure if they were *invited* to participate or *required* to participate in these processes. Either way, most participants expressed not being able to discern if planning-related events,

gatherings, meetings were intended to be information-dissemination sessions, working sessions, or decision-making sessions. Said another way, most participants could not tell if they were being invited to have input into/impact on/be *meaningfully engaged* in the planning, or just required to attend to, in essence, get their marching orders from the planning that had, for all intents and purposes, already been done by campus leadership. One participant expressed that staff and faculty are “*invited to participate*” in campus planning, but that the campus/leadership “*is going to move forward whether or not they do.*” The vast majority of participants expressed wanting very much to be *meaningfully engaged* in campus planning. Similar to the sentiments expressed through the “all hands on deck” finding above under the Voice and Value theme, most participants expressed the desire for campus planning, perhaps especially in “survival” mode times, to be undertaken in the spirit of a “let’s solve this problem together” team climate and culture. Almost without exception, participants saw themselves and their colleagues as assets to be leveraged in service to the campus community, but felt that campus leadership, especially the Vice President for Learning and Student Success, saw them through a deficit lens. For most staff, the deficit lens was perceived to be a function of their location in the campus hierarchy. For most faculty, the deficit lens was perceived to be related to campus leadership disdain for certain aspects of their role (i.e., research/scholarship/creative activity (even though not required at BBCC), employment status (related to employment contract and tenure), and governance structure).

Many staff and faculty who participated in campus-wide planning processes (including as members of work groups and/or committees) described the experience of often being given “data” to consider, but not being given a chance to meaningfully engage with that data—to ask questions about it, to challenge it, or to ask for contextual information (author(s)/source(s), methodology, etc.). Many staff and faculty expressed doubt as to whether or not what they were given at these events, gatherings, and meetings was, in fact, “data” (evidence-based) and, further, if the campus even has people with the expertise to legitimately derive such data. Accordingly, many staff and faculty commented that just because campus leadership presents information as factual does not mean they will believe it, especially if the presentation is not authentically transparent. Some of these staff and faculty noted the irony that when campus leadership does not like data (i.e., what it documents), even when it is clearly evidence-based, they have the tendency to dismiss it or disbelieve if it is not aligned with their interests and priorities.

One participant expressed that “change is inevitable” so staff and faculty should either “get on board or leave.” Many staff and faculty commented that if this is the sentiment of the campus leadership then they should say it out loud and proud.

Justice

The majority of participants described a tension between the desire and need to, especially racially and ethnically diversify the BBCC staff and faculty ranks at all levels, especially given student and surrounding community demographics, and the desire to “promote from within,” especially those who have served the BBCC community well over time as members of the Part-time Hourly Staff and Part-time Faculty ranks. From the discussion of this tension, it is clear that most staff and faculty do not clearly understand Affirmative Action as part of hiring procedures, and that BBCC may not be implementing Affirmative Action-related or other hiring procedures from the lens of what is considered good evidence-based practice of equity compliance in higher education. Here it is important to pull from the voluminous body of research on the educational benefits of diversity in higher education that accrue to all students (i.e., including white students) and that are supported by Affirmative Action. Students who attend racially demographically diverse colleges where certain other conditions exist, are more likely to earn higher grades, are more likely to complete programs of

study/graduate, and, upon completion/graduation, are more likely to be hired first, promoted faster, and earn more money sooner than their peers who attend colleges with less racial diversity, especially those at Historically/Predominantly White Institutions (H/PWIs) (Antonio, Chang, Hakuta, Kenny, Levin, & Milem, 2004; Chang, Witt, Jones, & Hakuta, 2003; Milem & Hakuta, 2000). The certain other campus conditions that must exist and be taken advantage of by students for the benefits of diversity to accrue are:

- 1) opportunities for informal/accidental interaction between students across different races in the co-curricular context;
- 2) opportunities for formal/structured interaction between students across races in the co-curricular context; and,
- 3) opportunities for formal/integrated intellectual engagement among students across races in the curricular context.

Affirmative Action supports the actualization of the educational benefits of diversity for all students because student racial diversity increases when staff and faculty racial diversity increases, and because racially diverse staff and faculty are more likely to create the campus conditions (especially the formal co-curricular and curricular opportunities) necessary for the benefits to accrue. It is also important to note here that Teachers/Faculty of Color (T/FOC) are also more likely than their white colleagues to have higher/more rigorous academic standards for all students, but especially for Students of Color whom they are, once again, more likely than their white colleagues to see through asset-driven, not deficit-based lenses (Delpit, 2006, 2013). T/FOC are also more likely to couple rigorous academic standards with effective developmental scaffolding to ensure all students can and do meet standards (i.e., mastery learning). It is, perhaps, not surprising then that many *Fortune 500* companies signed the amicus briefs in support of the University of Michigan's most recent efforts (*Gratz v. Bollinger*, 2003; *Grutter v. Bollinger*, 2003) to protect affirmative action practices in public higher education. All students who enter the workforce with advanced critical cultural competence are more easily able to work well in complexly diverse workplace environments and come into those environments understanding difference through asset, not deficit, lenses, all of which is good for the corporate bottom line (i.e., market-driven (privatized) innovation requires the ability to work well as a member of collaborative teams (increasingly led by People of Color and white women), to find robust and durable solutions to persistent and pervasive problems, and to employ culturally-situated divergent thinking).

Many staff and faculty commented on BBCC's status as an Hispanic Serving Institution (HSI) relative to campus diversity, equity, and inclusion efforts. Unfortunately, while almost all staff and faculty saw this status as an opportunity for the campus to demonstrate commitment to diversity, equity, and inclusion, they felt that the campus (as a whole, leadership as well as staff and faculty as a whole) has, instead, used this status to leverage federal grants, and then to use those grants in ways that, at best, only incidentally support Latinx students (to support existing developmental programs and to enhance campus facilities). This phenomenon has led HSIs (as well as Minority-Serving Institutions (MSIs) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)) to be described as *Hispanic-Counting* versus *Hispanic-Serving*; said another way, "diversity and inclusion" have become terms of appeasement in higher education that actually inhibit actualization of educational equity and justice (Lazarus-Stewart, 2017). The background discussion of the **Student-Ready Instructional & Operational Practices** strategic priority of the *BBCC 2017-2020 Strategic Plan* notes that, "the college recognizes that many services designed for a certain student group can be used with all students" (p. 3). Echoing the notion that 'a rising tide lifts all boats,' this statement misses

the intention of HSI-*directed* resources—that they are not intended to further raise the tide for all boats, but to ensure that the boats of Latinx students are *equitably* (not equally) equipped to Asian/American and white students’ boats. Here, equity might, in fact, mean differentially-equipped, and not equipped “the same,” because the kinds of experiences/services that Latinx students need to meet (and exceed) the performance levels of their Asian/American and white peers, may be experiences/services that their peers already have access to and/or do not need (Palos, 2011).

Most participants expressed concern that HSI grant monies have been/are continuing to be diverted to cover operational cost shortfalls because of external funding challenges and internal resource competition. A majority of staff and faculty who raised these concerns believe that HSI grant program officers share their concerns and that the campus is at risk for losing current and/or not securing continuation or new funding.

These findings relate to the findings shared previously under the Voice and Value theme and, at the same time, are at least somewhat at odds with other findings shared previously under the Love, Care, and Commitment theme. The response to financial adversity has been exclusive alignment of educational goals with workforce demands in ways that staff and faculty perceived are eroding their ability to *meaningfully engage* students—to care for students, especially Students of Color, in ways that center/are uniquely responsive to these students’ racialized experiences of marginalization and minoritization at BBCC and beyond (Antrop-González & DeJesús, 2006; Nolan, 2015; Pishghadam, Naji Meidani, & Khajavy, 2015; Roberts, 2010; Ware, 2006; Zepke, 2017). Several participants suggested that BBCC as a whole, but especially its students, would be better served by considering alternative strategies for countering economic stressors—especially strategies that other similar kinds of educational institutions, and/or educational institutions in similar kinds of geographic regions have leveraged more successfully.⁸

Recommendations

As previously noted (in the **Background** and **Findings** discussions), the RFP asked the consultant to structure findings around common themes, and then to use these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC culture and environment. Specifically, the RFP asked for recommendations that support the overarching goal of the BBCC **Employee Experience** strategic priority (*creation of a safe and dynamic culture where BBCC employees feel/are supported, engaged, and valued from recruitment to retirement*) and related implementation strategies, as well as the overarching goals/implementation strategies for the other two strategic priorities (**Student-Ready Instructional & Operational Practices** and **Comprehensive Advising & Student Support**) as they relate to experience of employees who provide/support services in these areas (*BBCC 2017-2020 Strategic Plan*). *Meaningful engagement* is at the core of all of the findings of this assessment, accordingly, it also informs the recommendations.

Four over-arching recommendations will be discussed under the following headings: 1) Re/Building a *Meaningfully Engaged* Campus Community Campaign; 2) Re/Establishing a Campus-Wide Senate; 3) Re/Building a Center for Campus Excellence through Equity; and, 4) Establishing a Vice President for Equity, Diversity, and Inclusion Position and Office. With the findings in mind, and to preclude at least some budget concerns from being a reason for the recommendations to not be implemented, the recommendations are largely designed to leverage existing human and capital resources in ways that “walk the talk” of *meaningful engagement* on the path to actualizing it. Said

⁸See, for example, [Kennesaw State University](#), [Georgia State University](#), [Cal Poly Pomona](#).

another way, the recommendations are intended to enable the campus to create budget-friendly infrastructure that supports *meaningful engagement* and, in so doing, to become a *meaningfully-engaged* campus.

HEART WORK: Re/Building a *Meaningfully and Equitably Engaged* Campus Community Campaign

Collaboratively develop, implement, and sustain an internal campaign that acknowledges relationship rifts, especially between campus leadership and the rest of the campus community, and provides structured opportunities for healing rifts and re/building relationships. A campus-wide campaign kickoff event with a nationally recognized process facilitator known for their work in this arena (e.g., Shawn Ginwright, Glen Singleton, Lee Mun Wah, Jamie Washington) would be designed to initiate and guide the campaign in a way that *meaningfully and equitably engages* the entire campus community from the campaign's inception forward. Campus-wide planning processes would be integrated into the campaign. To the extent that an internal culture- and climate-improvement campaign may already exist/be perceived to exist, it would be refined, as is possible, to actualize the practice of *meaningful engagement* into the fabric of the campus' planning processes. The nationally recognized process facilitator would be identified through an open nomination process. Nominated facilitators would then be voted on by all members of the campus community. Members of the CEID and EEWG would collaboratively support, with any/all entities/functions and interested members (individuals (e.g., the Director of Communications), governance bodies, identity-based or employment category-based groups (e.g., counselors)) of the campus community, as well as with the identified nationally recognized process facilitator, the kickoff event design to ensure, to the greatest extent possible, integration with campus planning processes and, in turn, achievement of the campaign goal.

BODY WORK: Re/Establishing a Campus-Wide Senate

Collaboratively develop, implement, and sustain a campus-wide senate,⁹ and, to the extent the establishment of the senate requires it, corresponding constituent-specific governance bodies. To the extent that relevant senate/governance bodies may already exist/be perceived to exist, they would be refined, as is possible, to actualize the integration of shared governance into the fabric of the campus' decision-making practices. Each salient campus constituency (students (full-time, part-time), staff (Part-time Hourly, Classified, Administrative/Exempt), faculty (Part-time, Full-time) would (if they do not already) have their own governance body, through which they would elect a proportional number of representatives to serve on the campus-wide senate (e.g., 5% of the constituent group). The campus-wide senate would be faculty driven (i.e., have a larger percent of their constituent group represented (e.g., 10%)), given the academic mission of the college, but a representative from any constituency could be elected to any leadership position (e.g., a Classified staff representative could be elected chair of the campus-wide senate). If elected to serve, every member of the campus community would be afforded flexibility within the bounds of their jobs/roles/responsibilities to enable them to serve. A campus-wide senate office would be established and staffed with a full-time administrative assistant and at least one student worker to support senate operations.

The campus-wide senate would also have standing committees (and, as needed, could create ad hoc committees) to which questions, issues, concerns, etc., brought to the senate from any member of the campus community (and, in some cases, from outside stakeholders) could be referred for research, and then back to the full senate with a recommended response/action. For example, there could be a Campus Facilities standing committee (on which the Director of Facilities and Capital Projects would

⁹See <https://senate.umd.edu/about-senate> for an established example.

serve as an Ex Officio member) that might be asked to consider a student or employee request for (more) gender-inclusive bathrooms. Committee members might research what other campuses have done in this vein, examine the financial impact, and/or interview individuals who cannot comfortably use gender-exclusive bathrooms.

Elected leaders of the campus-wide senate would form the senate executive team. This team would meet on a regular basis (i.e., monthly) with members of the cabinet/executive team elected by their constituency to serve as liaisons to the campus-wide senate. During these meetings, questions, issues, concerns, etc., from the campus-wide senate to the cabinet/executive team and visa versa, would be discussed and, to the extent required by governance by-laws and/or other policy/law, either taken back to the full senate or cabinet for further consideration, or directly agreed/acted upon.

HEAD WORK: Re/Building a Center for Campus Excellence through Equity

Collaboratively develop, implement, and sustain a Center for Campus Excellence through Equity,¹⁰ through which campus-based and nationally-recognized “Scholar-Practitioners” in the areas of advising, teaching, and leadership (broadly conceptualized in order to prioritize equity considerations) will provide on-going support and periodic training/PD for all staff and faculty in these areas. To the extent that Center-related entities/functions may already exist/be perceived to exist, they would be refined, as is possible, to actualize the integration of a campus-based and nationally-recognized “Scholar-Practitioner” model into the fabric of the campus’ support and training/PD practices. A Center space would be established and staffed with a full-time administrative assistant and at least one student worker to support Center operations.

All staff and faculty could apply to serve as campus-based “Scholar-Practitioners” to provide:

- 1) on-going support for a specific number of hours a week, month, semester, or academic year, or part-time/full-time (based on their current employment contract) for a specified period of time; and/or,
- 2) training/PD for a single session, for a specific number of sessions offered over a specific time period, or full-time for a specified period of time.

“Scholar-Practitioner” applications would specify the nature of the on-going support and/or training/PD to be provided (area(s) of expertise), the applicant’s preparation to provide that support and/or training/PD, the time commitment (as previously described) along with a plan for how their regular duties could be covered during their period of release.

Once or twice a year, the Center would bring a nationally-recognized “Scholar-Practitioner” with expertise in an area prioritized by the campus community as a whole for support, training, and/or PD. The prioritized area would be identified through an open nomination process. Nominated areas would then be voted on by all members of the campus community to establish prioritized areas. Identification of nationally-recognized speakers with expertise in the area prioritized would again occur through an open nomination and a vote.

It is common for Centers for *Teaching* (a.k.a., *Learning*, *Pedagogical*, etc.) Excellence to reassign faculty members, for example, one with a Humanities/Liberal Arts-*education* background, and

¹⁰See <https://cetl.kennesaw.edu/about-us>, <https://ceetl.sfsu.edu/content/about>, <http://www.laguardia.edu/ctl/overview.aspx> for established examples.

one with a Science, Technology, Engineering, and Mathematics (STEM)-*education* background, to serve, on alternating basis, as Center Director and Co-Director for an extended period of time. It is also common for similar kinds of Centers to hire (internally or externally) staff and/or faculty to provide full-time support and training/PD to the campus community to facilitate innovation around developmental education, integrative/interdisciplinary studies, culturally relevant and responsive teaching and educational leadership, and multicultural curriculum and organizational development. Many Centers (including those at community colleges) receive external funding (federal and state Department of Education grants (including Title V/HSI grants) and private donor/foundation monies) to support their Center work. As an alternative to permanent leadership (for the short-term, an interim period, or long-term), the Center could, on an academic-year basis, be led by an advisory board comprised of student, staff, and faculty representatives, elected, again, through campus-wide nomination and voting processes. Co-chairs of the board would be elected by the board membership.

SOUL WORK: Establishing a Vice President for Equity, Diversity, and Inclusion Position and Office

Collaboratively establish a Vice President for Equity, Diversity, and Inclusion (VP-EDI) position and corresponding office/administrative space, staffed with a full-time administrative assistant and at least one student worker to support office operations. To the extent that EDI-related entities/functions may already exist/be perceived to exist, they (and corresponding human and capital resources) would be reorganized under the VP-EDI (e.g., the CEID, Title IX and other equity compliance functions (including disability support services, Equal Employment/Educational Opportunity and Affirmative Action), as well as supplier diversity (e.g., minority-owned, women-owned, veteran-owned, service-disabled veteran-owned, LGBT-owned, historically underutilized business, small business, etc.), Universal Design for Learning (UDL), among others). To the extent that EDI-related entities/functions *do not* yet exist/*are not* yet perceived to exist and are deemed to be needed (based on the findings of this report), they (and corresponding human and capital resources) would be re/created under the VP-EDI and/or the VP-EDI would work collaboratively with any/all entities/functions and interested members (individuals, governance bodies, identity-based or employment category-based groups) of the campus community (and, if/where indicated, external stakeholders as well) to develop, implement, and sustain them (including, for example, the Campaign and Center initiatives described above). To cover the cost of a competitive salary and equitable (with other campus-wide functional areas) operating budget for this position and office, a percentage of the budgets currently allocated to other senior leaders/offices would be reallocated to this senior leader/office. A nationally advertised, competitive search for the VP-EDI position would be undertaken by a search committee (with support and guidance from Human Resources) comprised of student, staff, and faculty representatives, elected, again, through campus-wide nomination and voting processes. Co-chairs of the committee would be elected by the committee membership. Through a series of campus-wide “town halls,” the committee would identify the knowledge bases, skill sets, and dispositions of the “ideal candidate” for the VP-EDI position prioritized by students, staff, and faculty, and then use this information to develop the position description, job posting, and interview questions aligned with the [National Association of Diversity Officers in Higher Education’s \(NADOHE\) Standards of Professional Practice for Chief Diversity Officers](#).¹¹

Closing

In sum, the consultant sees the findings through the lenses of hope and possibility. The consultant’s hope stems both from the institutional latitude she was given to surface and document

¹¹See also Williams, Berger, & McClendon, 2005; Williams & Wade-Golden, 2012a, 2012b.

these findings, and from the participants' utter honesty during the interviews. Accordingly, the consultant sees great possibility for BBCC to build a learning-focused employment climate and culture in which all members of the BBCC community are affirmed in ways that ensure the institution's success through the success of all students, staff, and faculty, both on campus and beyond.

For the BBCC community as a whole to "buy in" to the work consultant did, there has to be belief that she is not "playing favorites." In some ways, everyone—especially the "diversity, equity, and inclusion" people (however this group of people is defined)—have to experience the consultant's work with some mixed emotion; they must be a little unhappy with her and a little happy with her. The consultant has to support and challenge everyone in the BBCC community in a complexly balanced way. People at BBCC have to see that the consultant "sees" them and BBCC as a whole, and that in that seeing, she is making the best (not the easiest or most popular) recommendations to BBCC for moving forward. Towards these ends this report, and the larger work, is dedicated.

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List of Appendices

Appendix A:
Focus Group and Individual Interview Protocol

Appendix B:
President's Email to the Campus Community about the Focus Group and Individual Interviews
Consultant's Email to the Campus Community about the Focus Group and Individual Interviews
and Scheduling

Appendix C:
Focus Group and Individual Interview Schedule

Appendix D:
Appendix D: Information Session Slides

Appendix A: Focus Group and Individual Interview Protocol

- 1) How would you describe your experience working at BBCC?
- 2) What is the **best** part about working at BBCC for you? Why?
- 3) What is the **worst** part about working at BBCC for you? Why?
- 4) What would make your work experience at BBCC **better**? Why?
- 5) What would make your work experience at BBCC **worse**? Why?
- 6) What do you think of when you hear the phrase “workplace climate and culture”?
- 7) Do you have any concerns related to workplace climate and culture at BBCC? If so, describe these concerns. If so, how long did you work at BBCC before these concerns surfaced for you? Do you attribute any of these concerns to your employment category? Do you attribute any of these concerns to any identity category that is salient for you?
- 8) If you had to guess, based on your experience of working at BBCC, how **positive** do you think the general workplace climate and culture is for most BBCC employees and why?
- 9) If you had to guess, based on your experience of working at BBCC, how **negative** do you think the general workplace climate and culture is for most BBCC employees and why?
- 10) If you had to guess, based on your experience of working at BBCC, do you think the workplace climate and culture is more **positive** for some BBCC employees than others? If so, for whom do you think it is more **positive** and why?
- 11) If you had to guess, based on your experience of working at BBCC, do you think the workplace climate and culture is more **negative** for some BBCC employees than others? If so, for whom do you think it is more **negative** and why?
- 12) How, if at all, is your work at BBCC related to student instructional practices? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?
- 13) How, if at all, is your work at BBCC related to student operational practices? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?
- 14) How, if at all, is your work at BBCC related to student advising and/or support? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?
- 15) Are you aware of any **negative** “incidents” related to workplace climate and culture that have occurred at BBCC? If yes, describe these incidents. If yes, do you think that these incidents are the reason that I am here doing this work? If no, why do you think I am here doing this work?

- 16) Are you aware of any **positive** intentions related to workplace climate and culture that are occurring at BBCC? If yes, describe these intentions. If yes, do you think that these intentions are the reason that I am here doing this work? If no, why do you think I am here doing this work?
- 17) What is your ideal **hope** for the workplace climate and culture at BBCC?
- 18) What is your worst **fear** about the workplace climate and culture at BBCC?
- 19) Complete this sentence: This workplace climate and culture work that the consultant is doing will be a “**success**” in my book if...
- 20) Complete this sentence: This workplace climate and culture work that the consultant is doing will be a “**disaster**” in my book if...
- 21) Give me your top three recommendations for creating positive change in the workplace climate and culture at BBCC. Have you heard any recommendations for creating positive change in the workplace climate and culture at BBCC that you do not favor? If so, what are they and why don't you favor them?
- 22) What kinds of information and/or data (i.e., qualitative, quantitative, mixed, other) do you think most accurately and/or fairly reveals the workplace climate and culture of BBCC for all staff and faculty and why? What about for staff and faculty in specific employment categories? What about for faculty and staff in specific identity categories?
- 23) Is there anything else you want to share? Any questions you wish I had asked that I haven't? If so, what are the questions and how would you answer them?

Appendix B¹:

President's Email to the Campus Community about the Focus Group and Individual Interviews

From: Leas, Terry

Sent: Wednesday, October 10, 2018 4:46 PM

Subject: Employee Experience (all employees are blind copied on this email)

Dear Faculty & Staff,

The focus of my communication today is to discuss the employee experience at BBCC. The “employee experience” is one of our strategic priorities. Our goal is to create a safe, dynamic culture which all employees are supported, engaged, and valued from recruitment to retirement as they serve the college and the local community. We seek to respect and encourage our diverse employees’ unique personal and professional growth over time.

Over the past year, the college has gathered information on the experiences of our employees. As I reviewed this data, it was clear that our employees have had a wide range of experiences, some positive and others negative. Information gleaned from surveys and one-to-one conversations don’t always tell the whole story. In order to dig deeper into the experiences of our faculty and staff, BBCC has selected Dr. Christine Clark to conduct focus group sessions. [Dr. Clark’s biography and CV](#) are available to view on the Portal. The focus group sessions will provide an opportunity for all full-time and part-time faculty, admin/exempt, classified staff, and part-time hourly employees to share their experiences, both positive and negative, in a confidential manner. These focus group sessions will begin on Thursday, October 18. Dr. Clark will provide a variety of meeting times, and supervisors will ensure that staff have an opportunity to participate in the focus group sessions during their regular work schedule.

Information shared with Dr. Clark will remain confidential. Feedback will not be attributed to individuals. Dr. Clark will summarize the information received through the focus group sessions into a report that will be delivered to the college in early December. The report will be made available for all employees to review. College leadership will work closely with the members of the Employee Experience Work Group and the Committee for Equity, Inclusion, and Diversity to develop a plan to address areas outlined in the report as needing improvement.

Dr. Clark will send email invitations to all employees this week. The emails will be sent to your BBCC email address and will have additional details about the focus group sessions, schedule for the sessions, confidentiality for participants, and the timeline for sharing the results of the sessions with the college.

I encourage each of you to share your experiences with Dr. Clark. We have an opportunity to shape the institution from an employee perspective for the next generation of faculty and staff. Creating an environment where all employees are supported, engaged, and valued will benefit not only us but also the students we serve and move the college closer to achieving its mission and vision.

Sincerely,

Terrence Leas, Ph.D.

President

terryl@bigbend.edu

509.793.2001 877.745.1212 www.bigbend.edu

7662 Chanute Street NE Moses Lake, WA 98837-3299

Transforming Lives Through Excellence in Teaching & Learning

Appendix B²: Consultant's Email to the Campus Community about the Focus Group and Individual Interviews and Scheduling

Clark-RFP 1

Draft E-Mail to the BBCC Community
Submitted by Christine Clark to the EEWG and the CEID
for General Review, Information Vetting, and Approval

Dear BBCC Staff and Faculty,

Hello! My name is Christine Clark. I was selected by Big Bend Community College (BBCC) to guide and support the campus community in gathering staff and faculty perspectives on and experiences of the BBCC workplace climate and culture, both positive and negative. To accomplish this goal, I will be on campus from October 18-20, 2018 to conduct **open information sessions**, as well as **focus groups or individual interviews** for all full-time and part-time faculty, classified staff, and administrative/exempt employees interested in participating. This work is intended to support BBCC's strategic priorities, to create and sustain "a safe and dynamic culture where all employees are supported, engaged, and valued."

OPEN INFORMATION SESSIONS: The purpose of these sessions is for employees to meet me; to learn about my experience with, and approach to, the work I will be doing at BBCC; and to ask questions about the process. Attendance at an open information session, does not require participation (you can just listen), nor does it obligate you to participate in a focus group or individual interview.

FOCUS GROUPS will be organized in two ways:

- 1) around **Employment** Categories (across Part-Time Hourly Staff, Classified Staff, Part-Time Faculty, Full-Time Faculty, and Administrative/Exempt Staff—see the attached schedule for dates and times;
- 2) around **Identity** Categories that are relevant for the campus community (for example, race/ethnicity, religion, first/second language, geographic origin (regional, international, immigration status)—these will be scheduled by appointment with me directly, see the attached schedule for date and time options.

INDIVIDUAL INTERVIEWS will also be scheduled by appointment with me directly, again see the attached schedule for date and time options.

To the extent possible (given the schedule), employees are encouraged to select the one avenue for participation that is best suited to their experience of the BBCC workplace climate and culture: 1) based on employment category; 2) based on identity category; or, 3) as an individual.

FOCUS GROUPS AND INDIVIDUAL INTERVIEWS

Both the focus groups and the individual interviews will be organized around a series of questions that I developed in collaboration with the members of the Employee Experience Work Group (EEWG) and the Committee for Equity, Inclusion, and Diversity (CEID). These questions are designed to:

- 1) Identify conditions that positively and negatively impact the BBCC employee experience across employment and/or identity categories; and,
- 2) Elicit information that can inform recommendations for making positive changes to the BBCC workplace climate and culture.

POTENTIAL BENEFITS AND RISKS OF PARTICIPATION

In deciding whether or not to participate in these activities, please consider the following:

Clark-RFP 2

- The building and room location for the focus groups and individual interviews were chosen for both convenience and privacy. If location is still a privacy concern, please feel free to speak to me about alternative locations.
- Participants may take a break from, or leave, a focus group or individual interview at any time, for any reason.
- While I will maintain the highest standards of confidentiality in my work with the campus, there is a limit to the extent to which confidentiality can be guaranteed. Individual interviews provide the highest degree of confidentiality. Participants in focus groups will be strongly encouraged to maintain the privacy and confidentiality of other participants during and after the group, but privacy of participation and confidentiality of shared information cannot be guaranteed precisely because of the collective nature of these groups.
- During both the focus groups and individual interviews, I will ask questions orally and then type participant responses. No response will be tied to any participant by name, nor by any other detail shared in the response that might link it to a specific person or a small sub-group of people (for example, if specific people or specific personal scenarios are recounted in an interview, they will not be documented in anything I share with the members of the EEWG, the CEID, or that is shared with the campus as a whole). Additionally, there will be no audio or video recordings of the focus groups or interviews.
- Information collected during the focus groups and interviews will be summarized into a report (solely by me). The report will be structured around common themes. It will highlight aspects of the BBCC workplace climate and culture that are working well. It will offer 3-5 action-oriented recommendations for making positive changes to the BBCC workplace climate and culture in areas where improvement is needed.
- The completed report will be provided by me to the members of the EEWG and CEID. The report will be electronically distributed and publicly presented to the campus community, giving everyone in the community equal access to the themes, highlights, and recommendations. Accordingly, leadership action and/or inaction related to the recommendations will be transparent, thereby increasing leadership accountability to act.
- It is common for employee groups and individual employees to express concern about the possibility of retaliation for participating in workplace climate and culture initiatives. To preclude such retaliation, I will maintain the highest standards of confidentiality, strongly encourage focus group participants to maintain the privacy and confidentiality of other participants during and after the group concludes, and omit participant names and individual/group-specific information from the report.

It is my honor to have been chosen to do this work with the BBCC community. I look forward to the possibility of meeting you and hearing your perspectives on/ learning about your experiences of working at BBCC. It is my hope that this work will, indeed, enable the campus to further improve workplace climate and culture so that every member of the BBCC community is welcomed, affirmed, valued, supported, and meaningfully-engaged in service to its students.

Best,

Christine

Appendix C:
Focus Group and Individual Interview Schedule

SCHEDULE BY ACTIVITY
(see Schedule by Day, below)

OPEN INFORMATION SESSIONS: Hardin Room located in Building 1800 (ATEC)

Thursday, October 18, 2018

Open Information Session	8:30 a.m.-9:30 a.m.
Open Information Session	1:00 p.m.-2:00 p.m.

FOCUS GROUPS: Simplot Room located in Building 1800 (ATEC)

Employment Category-Based Focus Groups can accommodate 15-25 people per two-hour focus group (smaller groups will conclude in less than two hours). In the event more than 25 people show up for a focus group, the first 25 people will constitute the group.

Thursday, October 18, 2018

Part-Time Faculty	3:30 p.m.-5:30 p.m.
Part-Time Hourly Staff	6-8 p.m.

Friday, October 19, 2018

Administrative/Exempt Staff**	7:30 a.m.-9:30 a.m.
Classified Staff	10:00 a.m.-12:00 p.m.
Full-Time Faculty	12:30 p.m.-2:30 p.m.
Classified Staff	3-5 p.m.
Part-Time Hourly Staff	8-10 p.m.

Saturday, October 20, 2018

Part-Time Hourly Staff	7:30 a.m.-8:30 a.m.
Classified Staff	9 a.m.-10 a.m.
Administrative/Exempt Staff**	10:30 a.m.-11:30 a.m.
Full-Time Faculty	12-2 p.m.
Part-Time Faculty	2:30-4:30 p.m.

****Please Note:** Members of the cabinet/executive team will not participate in the administrative/exempt staff focus groups. Members of the cabinet/executive team who wish to participate are encouraged to schedule an individual appointment.

SCHEDULE BY ACTIVITY
(see Schedule by Day, below)

FOCUS GROUPS: Simplot Room located in Building 1800 (ATEC)

Identity-Based Focus Groups will be scheduled **by appointment** via chriseclark@mac.com 702-985-6979 based on the size of the group as follows:

60 minutes per group (2-8 people)
90 minutes per group (9-14 people)
120 minutes per group (15-25 people)

Thursday, October 18, 2018

7:30 a.m.-8 a.m.
9:30 a.m.-12:30 p.m.
2:30 p.m.-3 p.m.
8:30-10 p.m.

Friday, October 19, 2018

5:30-7:30 p.m.

Saturday, October 20, 2018

5-7 p.m.

INDIVIDUAL INTERVIEWS will be scheduled **by appointment** via chriseclark@mac.com 702-985-6979 as follows:

30 minutes per person

Thursday, October 18, 2018

7:30 a.m.-8 a.m.
9:30 a.m.-12:30 p.m.
2:30 p.m.-3 p.m.
8:30-10 p.m.

Friday, October 19, 2018

5:30-7:30 p.m.

Saturday, October 20, 2018

5-7 p.m.

SCHEDULE BY DAY
(see Schedule by Activity, above)

Thursday, October 18, 2018

Identity-Based Focus Groups or Individual Interviews	7:30 a.m.-8 a.m.
Open Information Session	8:30 a.m.-9:30 a.m.
Identity-Based Focus Groups or Individual Interviews	9:30 a.m.-12:30 p.m.
Open Information Session	1:00 p.m.-2:00 p.m.
Identity-Based Focus Groups or Individual Interviews	2:30 p.m.-3 p.m.
Employment Category-Based Focus Group	3:30 p.m.-5:30 p.m.
Employment Category-Based Focus Group	6-8 p.m.
Identity-Based Focus Groups or Individual Interviews	8:30-10 p.m.

Friday, October 19, 2018

Employment Category-Based Focus Group	7:30 a.m.-9:30 a.m.
Employment Category-Based Focus Group	10:00 a.m.-12:00 p.m.
Employment Category-Based Focus Group	12:30 p.m.-2:30 p.m.
Employment Category-Based Focus Group	3-5 p.m.
Identity-Based Focus Groups or Individual Interviews	5:30-7:30 p.m.
Employment Category-Based Focus Group	8-10 p.m.

Saturday, October 20, 2018

Employment Category-Based Focus Group	7:30 a.m.-8:30 a.m.
Employment Category-Based Focus Group	9 a.m.-10 a.m.
Employment Category-Based Focus Group	10:30 a.m.-11:30 a.m.
Employment Category-Based Focus Group	12-2 p.m.
Employment Category-Based Focus Group	2:30-4:30 p.m.
Identity-Based Focus Groups or Individual Interviews	5-7 p.m.

Big Bend Community College: A Place **Everyone** Wants to Be



Christine Clark, Ed.D., Consultant
Workplace Climate and Culture Information Session, October 2018

Brief Review of Information Session

- Greetings!
- A little about me...
- A little about my work with Big Bend Community College...
- A little from you...
 - Comments, questions...
- Anything else?



Greetings!

- Please feel free to stop me at any point to comment, ask for clarification, ask questions, etc.





A little about
me...



- **Who am I?**

- Wife, Teacher, Dog Lover
- Committed to Youth
- Qualitative Researcher
 - Stories Matter
 - Context Matters
 - Ethics Matter



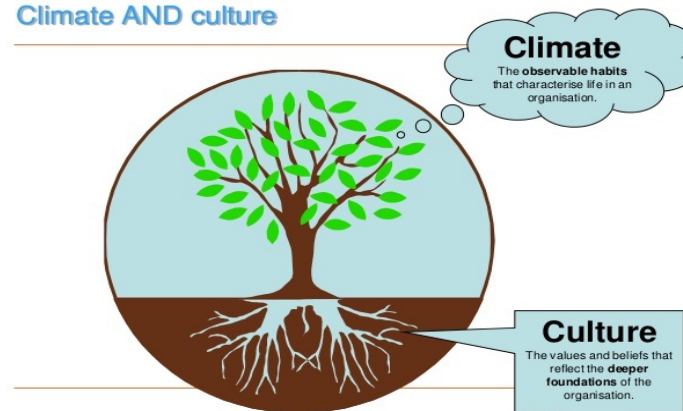
- **How did BBCC connect with me?**

- National Association for Multicultural Education (NAME)
- Bellevue College 2013-2015
- Highline College 2013
- Lake Washington Institute of Technology, 2014

A little about my work with BBCC...

- Information and Perspectives Gathering on the Culture and Environment (IPGCE) Project
 - Employee Experience Working Group (EEWG)
 - Committee on Equity, Inclusion, and Diversity (CEID)

Climate AND culture



February 9, 2017-September 6, 2018

E-mail communication (prior to being hired as a consultant) with various members of the BBCC community regarding the conduct of a campus climate assessment.

September 7-September 20, 2018

E-mail communication with various members of the BBCC Human Resources/Purchasing departments to finalize the contract for the conduct of the IPGCE Project.

September 20-October 17, 2018

E-mail, phone, virtual communication with the EEWG and the CEID to plan for the implementation of the IPGCE Project, including to develop questions (*see questions handout*) for the individual interviews and focus groups, to determine times and schedule locations for the individual interviews and focus groups, to secure the locations for the individual interviews and focus groups, to identify and then develop/implement a plan for securing the resources needed to execute the individual interviews and focus groups, and to develop/implement a plan to promote the campus-wide focus groups to the BBCC community.

E-mail, phone, virtual communication with all members of the BBCC staff and faculty community about the IPGCE Project generally, as well as to invite, select, and, where relevant, schedule BBCC Part-Time Staff, Classified Staff, Adjunct Faculty, Full-Time Faculty, and Exempt/Administrative Staff to participate in individual interviews and focus groups.

October 18-26, 2018

Collect and organize data from individual interviews and focus groups.

October 27, 2018-December 31, 2018 (or sooner)

Summarize the information and perspectives gathered from all of the individual interviews and focus groups into a report organized by themes and recommendations.

A little about
my work with
BBCC...

- Employment Category-Based Focus Groups
- Identity-Based Focus Groups
 - Schedule Process
 - Slots, Skype next week
- Individual Interviews
 - Slots, Skype next week



A little from
you...

- Anything else you want to know?
- Anything you want to ask?

A rectangular image with a background of a green aurora borealis over a dark, starry night sky. The text is centered in a white, sans-serif font. It is flanked by two horizontal white lines, one above and one below the main text.

ASK FOR WHAT YOU
WANT AND BE PREPARED
TO GET IT!

— MAYA ANGELOU

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